DOCUMENT RESUME

ED 241 665 UL 023 448

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TITLE Business-Education Cooperation: A Review of Selected Urban Programs.
INSTITUTION Research for Better Schools, Inc., Philadelphia, Pa.
PUB DATE 1 Oct 82
NOTE 39p.; Chart will not reproduce well.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Cooperative Programs; Elementary Secondary Education; *Labor Force Development; Program Descriptions; *School Business Relationship; *Urban Education
IDENTIFIERS *Chambers of Commerce

ABSTRACT

Brief descriptions of individual models of business/education cooperation in ten U.S. cities are presented in this report. The models were either developed under the aegis of local Chambers of Commerce or depict major urban partnerships of which the Chambers are a part. Cities with such programs include Boston, Cincinnati, Dallas, Hartford, Minneapolis, New Orleans, New York City, Pittsburgh, San Francisco, and Seattle. The first part of the report summarizes data on the goals and structure of the cooperative programs and on the administrative structures of the various Chambers of Commerce involved. The second part describes the individual programs. (GC)

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BUSINESS-EDUCATION COOPERATION: A REVIEW OF SELECTED URBAN PROGRAMS

by

Antonia R. Neubauer

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444 North Third Street
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October 1, 1982

UD 023 448

Introduction

The purpose of this document is to present brief descriptions of individual models of business/education cooperation in ten cities across the country. The cities were selected on the basis of responses to a letter to over thirty urban chambers of commerce requesting information on collaborative programs with their local public schools. The models described in this document were either developed under the aegis of these local Chambers of Commerce or depict major urban partnerships of which the chambers are a part. Cities included were:

- Boston
- Cincinnati
- Dallas
- Hartford
- Minneapolis
- New Orleans
- New York City
- Pittsburgh
- San Francisco
- Seattle

The document is not intended as a serious research study, but as a preliminary attempt to understand what the business community, through formal organizational channels particularly the Chamber of Commerce, is doing for and with the urban public school system. Information was obtained through conversations with individuals responsible for the programs described, as well as program literature and newspaper articles. These individuals were identified either because they responded to the initial letter to the Chamber or because they oversaw the educational affairs of their Chamber. Conversations focused on variables such as history, membership in the organization, sample activities, staffing, type of organization involved, and major organizational goals. Where information is incomplete, respondents either did not know the answers, lacked time to reply, or chose not to respond.

This document is divided into two parts. The first part includes a brief summary of the data. Specific program descriptions from each city in the study are contained in the second part.

1. Summary of Information

Of the ten cities included in the study, seven had Chambers that were active to varying degrees in public education and took the lead in cooperative ventures between the business community and the school system. Civic leaders in the other three cities had developed major urban partnerships of which the Chambers usually were part. One urban partnership focused specifically on education and the other two were concerned with the overall economic well-being of the city.

Looking at the type of program structure, five cities had programs that were run as part of Chamber activities and five had set up non-profit 501(c)3 organizations for their programs.

Membership in the program planning structure varied. In seven cases, membership included only business and industry leaders, usually from the education or community affairs committee of the local Chamber. In the other three cases, program planners included individuals from a variety of civic organizations, such as the Urban Coalition, local colleges and universities, or the school district.

In general, the Chambers or partnerships reviewed in this document were interested in more than simply improving vocational or career education. These groups wanted to upgrade the overall quality of urban life as well as the economic viability of their cities. Urban education was considered a major deterrent to urban economic and social development. As a result, educational programs focused on school management and administration, school policies, the basic skills curriculum, instructional techniques, and finance, as well as the traditional vocational or career education activities undertaken by most Chambers (e.g., Junior Achievement).

The desegregation orders of the late 70s provided the impetus for many of the Chambers and partnerships to seriously involve themselves in the public schools. A few programs - Skyline in Dallas, for example - date back to the late 60s or early 70s. In the case of the Allegheny Conference, or even the Economic Development Council in New York, the partnerships had existed for many years but began to focus on public education only within the last five or six years. The newest efforts reported were in Hartford, and began in 1982.

Staffing, of course, varies with the size of the program and amount of resources available. Two Chambers have personnel who devote part of their time as community resource managers to educational issues. Others have coordinators or directors assigned specifically to the educational programs. The Economic Development Council appears to have the largest staff, including a senior vice president and four program directors.

Activities undertaken also vary considerably. Career education activities include such things as Adopt-a-School programs, development of vocational high schools, summer employment of teachers in business and industry positions, business volunteers in the schools, curriculum advice or development, and role model or mentorship programs. Planning and management activities include long-range planning, instructional leadership workshops, consultations, transportation, facilities or fiscal studies, and the like. A wide variety of miscellaneous programs exist that range from supporting a model camping program or sponsoring an educator in residence series, to lobbying for financial aid or a state teacher examination in the legislature. Finally, some activities involve allocating funds for projects or research within the school system or simply donating funds or other supplies and materials.

These programs are described in more detail in the following section. Of special note are the activities of the Allegheny Conference, the Economic Development Corporation, the Tri-Lateral Council, and the San Francisco Education Fund.

Chart 1 presents a comparative picture of the business/education partnerships considered in this document.

Chart 1

BUSINESS EDUCATION COOPERATION: A COMPARISON

City	Organization	Type	Membership	Focus	Origin	Sample Programs & Activities	Staff
Boston	Tri-Lateral Council for Quality Education	501(c)	. Chamber . Nat'l Alliance of Business . School District . Colleges & Univ.	Public Education Only	1974-Chamber Education Committee & Desegregation Order	Adopt-a-School . Humphrey Occupational Resource Center . Individual High School Partnership Activities . Partnership Exploration Day	Executive Director Program Assistant & Support Staff
Cincinnati	Chamber of Commerce	Part of Chamber	Local Business & Industry	. Public Schools, Career Ed. & General Assistance . Central Office Admin. & Mgmt. Needs . Other Non-educational Needs	1979-Problems in schools, new superintendent	. Adopt-a-School (Partners in Education) . Task Forces on Educational Issues (Cincinnati Business Committee) . Business-Employment Training	Coordinator at Chamber
Dallas	Chamber of Commerce	Part of Chamber of Commerce Education Department	Local Business & Industry	Public Education - Resources, Career Development, Communications	Late 60s - Critique of School District - 1971 - Creation of Skyline	. Skyline Career Development Program . Executive Assistance Program . Participation in Coordinating Network for Public Education . Career Advisors for Magnet Schools	.Director .Communications Specialist .Program Specialist .Adopt-a-School Coordinator

City	Organization	Type	Membership	Focus	Origin	Sample Programs & Activities	Staff
Hartford	Chamber of Commerce	Part of Chamber	. Corporate World . Conn. Dept. of Education . Urban League . Building & Construction Trades Council . Nat'l Puerto Rican Forum . Hartford School Administrators	. Student Learning & Employability in Public Schools	March 1982	. Business-Teacher Partnerships ("School-Business Collaborative") . Effective Schools Instructional Leadership Workshops . Volunteer Role Model Program . Computer Expansion	Director & Support Staff at Chamber
Minneapolis	Chamber of Commerce	Part of Chamber	Local Business & Industry	Improving "Quality of Life"	1977-Ed. Dept. 1980-Community Resource	. Business Community Resource Volunteers . Long Range Planning . Summer School Support . School Support Program	2 Part-time Personnel
New Orleans	Chamber of Commerce	Business Task Force on Education 501(c)	Corporate CEOs	Overall Public School Management System	1978-Response to Lack of Economic Investment	. Review of Financial Needs of Public & Non-public Schools . Business Advice & Services . Lobbying at State Legislative Level for Better Financial Aid, Nat'l Teacher Exam, etc.	Director & Support Staff
New York City	Economic Development Council	501(c)	Corporate CEOs & Other Business & Industry Leaders	. Improve overall Climate for Business . Make City More Attractive to Inhabitants . Civic Agenda of NY's Corporate Leadership, Including Education	1965-EDC Formed 1979-EDC Joined with Chamber to Form Part of New York City Partnership	. Testing Study . Development of Student Information System . Transportation & Warehousing Studies . School Renewal . Proficiency Based Public Education . Impact II . Open Doors	. Senior Vice-President of EDC . Director of Job Development . Director of School Management . Director of School Pedagogy . Director of Career Education

Chart 1 (cont'd)

City	Organization	Type	Membership	Focus	Origin	Sample Programs & Activities	Staff
Pittsburgh	Allegheny Conference on Community Development	501(c)	Corporate CEOs & Other Business & Industry Leaders	· Civic Agenda of Pittsburgh Corporate Leadership in a Variety of Areas of Importance, Including Education · Strong Public Schools to Promote Urban Well-being · Selective Use of Special Programs & Policy Development Assistance	· 1945-Civic Organization · 1950s & 60s-Pittsburgh Renaissance · 1979-Establishment of Education Fund to Support Public School Programs	· Partnerships in Education · Mini-Grants · Model Camping Program · Educator in Residence Series · Arts & Education Curriculum · Money for Teacher Centers · Consultation Services · Mgmt. Study on School District Public Relations	Education Coordinator
San Francisco	Chamber of Commerce	501(c)	Business & Industry Leaders	· Create an Employable Workforce	· Companies & Industries Leaving City to Find Better Educated Entry-level Employees	· Planning study on industry needs & school programs	Part-time Manager of Gov't Affairs
	San Francisco School Volunteers	501(c)	Community Volunteers	· Increase community involvement in and resources available to public schools	· 1963-Parent Volunteer Program	· CORPORATE ACTION IN THE PUBLIC SCHOOLS · CORE Project - Tutoring · Community Resource Service · Trainees in Educational Services	
	San Francisco Educational Fund	501(c)	Community	· Promoting innovative programs in schools	· 1975-Outgrowth of San Francisco Public Schools Commission on deterioration of schools	· Mini-Grant program for teachers	4 Full-time Staff
Seattle	Chamber of Commerce	501(c)	Initially CEOs, Now Business, Industry, Civic, Social or Professional Organizations	· Providing Resources to Improve Seattle's Public Schools · Increase Community Involvement in Public Schools · Increase Public School Awareness of Free Enterprise System	· 1977-Concern over Public Schooling-Chamber's Education Committee began idea. Later turned PIPE into 501(c)	PIPE-Adopt-a-School Program 501(c) Economic Education/Business Experience	Part-time Community Relation Person

Chart 1 (cont'd)

2. Business/Education Partnerships

The following pages present descriptions of ten models of business/education cooperation. The models are arranged alphabetically by city.

Boston, Massachusetts

Contact Persons:

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Greater Boston Chamber of Commerce
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Boston, Massachusetts 02110
617/426-1250

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Tri-Lateral Council for
Quality Education
600 Atlantic Avenue
Boston, Massachusetts 02210
617/973-3830

History:

The present business/education partnership in Boston dates back to 1974 when Boston was threatened by court-ordered desegregation. The education committee of the Chamber of Commerce sought out the superintendent in order to determine methods of avoiding confusion and strife as the desegregation order was implemented. A decision was made to have businesses adopt schools throughout the city system in a partnership venture. Initially, three groups banded together to establish what came to be called the Tri-Lateral Council for Quality Education - the National Alliance of Businesses, the Chamber, and the school district. In 1975 when the desegregation order was finalized, colleges and universities joined the partnership, providing consultative services and assistance to the Adopt-a-School program.

Since Boston has been plagued with instability in the administration of the city schools (they have had six superintendents since the Tri-Lateral was formed), the business corporations wanted their program to operate independently of the school system. As a result, in 1975 the Tri-Lateral Council for Quality Education was formally incorporated as a 501(c)3 organization. The Council hired its own Executive Director and

Program Assistant as well as support staff to coordinate their activities. Housing for the Council was in the Chamber of Commerce.

Initially, 80 percent of the funds were raised through grants from foundations, the United States Department of Labor, and other organizations. Businesses and the school district contributed the remainder of the necessary funds. Presently, school, business, and grant contributions are about equalized. The administrative budget is about $150,000. This sum is raised through business dues ranging from $2000-$5000 per company, school district contributions of approximately $4000 per school, and grant monies. In addition, business supports their own individual school partnerships. They release a coordinator to work with the school and pay for their school projects. In some cases, businesses have contributed up to $50,000 a year for their individual school project.

Over the years, the major problems with the Council's efforts have been instability and lack of coordination within the school district's administration. Projects were designed on an individual basis and improvements were never incorporated into the larger educational structure. As a result, business was beginning to feel as though it was constantly "reinventing the wheel" and going no place.

Recently, however, several events of importance have occurred. In October 1981, a new planning process was incorporated to aid in planning, documenting, and evaluating the Council's activities. The process is called Key Results Management. Utilization of Key Results Management has allowed the Council to begin truly coordinating their program and documenting their progress independently from the school district.

Second, the most recent superintendent, who has been in Boston for one year, has had his contract renewed for three years. He has been

trying to place more controls on the system and is very interested in working with and through the Council. Thus, both business and the school district feel a renewed spirit of cooperation.

Third, in September of 1982 the school district, city government, and the business community signed what has come to be known as "The Boston Compact." The compact has two key elements:

- a commitment by the school district to improve the basic skills achievement and the graduation rate of students in the public school system
- a promise by the business community to give priority hiring to Boston public school students.

The Tri-Lateral Conference will provide support and assistance to those involved in the Compact.

Finally, the Council just relocated to separate quarters outside the Chamber. Thus, the Council has its own office, distinct from the groups that it represents.

The Boston Chamber of Commerce, prior to August 1982, had limited its involvement in education to participation in the Tri-Lateral Council. The new president, however, has sought to expand the role of the Chamber and has established a committee headed by Dr. Joseph Cronin, former State Superintendent of Schools in Illinois, to investigate ways of working with the school district and those involved in the Boston Compact. Present thinking is along the lines of a management support program where executives are loaned to the school district as needed. A second possibility involves computer work. The Director of Public Affairs for the chamber has been assigned to devote part of her time to this project.

Program:

Different cities have designed the "Adopt-a-School" program in a variety of ways. In Chicago, the program is run by the school district, out of the office of the board of education. In Pittsburgh, the "Adopt-a-School" program is coordinated by the Chamber of Commerce as only one facet of the Allegheny Conference's activities.

In Boston, "Adopt-a-School" is an umbrella term for all the varied activities of the Tri-Lateral Conference. Overall, the program is highly formal in terms of its central planning and evaluation process, and its operational structure. Participating companies designate an individual to serve as a corporate liaison to the individual school. The school district assigns companies to work with individual schools on the basis of geography, a pre-existing relationship, or a similarity between the curriculum offerings of a school and the work of the company. Within each individual school, the principal designates a school coordinator to work with the business counterpart. Company and school meet, discuss their needs, and determine a course of action. Generally speaking, activities focus on career development programs aimed at improving the preparation of students for careers and dropout prevention. In some instances, colleges and universities are called upon for support and expertise. The scope of the activities is limited only by availability of funds and the creativity of the school business partners.

There are a few city-wide activities, although most activities are restricted to local schools. City-wide activities have included:

- Humphrey Occupational Resource Center - This center, opened in 1980, is patterned after the Dallas Skyline Career Development program. Over 3600 students attend classes in varying career program options for half a day. The career curriculums were designed

by committees of school personnel and business or industry professionals with the specific job skills. The school is supported by funds raised by the mayor of Boston, and a school committee composed of business, labor, and community people.

- Partnership Exploration Day - During this day, teachers from participating schools visit their company partners for a day. In some cases, they work in specific departments correlated to the courses taught by a respective teacher. In others, teachers simply have a view of the company.

- "Annual Partnership Report" - The Conference publishes a report noting varying individual programs as well as the overall state of the partnership program.

- Development of specific career curriculum materials for use throughout the school system.

Other career activities have included:

- professional development seminars for teachers in specific career areas

- summer internships for teachers and students

- mentorship type programs

- scholarships.

Also, companies have provided advice, and financial support when needed.

Administration:

The Tri-Lateral Conference has a steering committee composed of chief executive officers of participating corporations and the superintendent of schools. The board of directors is composed of members of the Chamber, the National Alliance, the school district, the community, and others. Presently, operating funds support an executive director and a program assistant, as well as support staff.

Within the Chamber, Dr. Cronin and his committee have a staff of their own. In addition, the Director of Public Affairs for the Chamber works part-time on educational issues.

Cincinnati, Ohio

Contact Person:

Carol Davidow
Coordinator for Schools
Cincinnati Business Committee
1706 DuBois Tower
Cincinnati, Ohio 45202
513/241-9111

History:

In 1979, a group of business leaders within the Chamber of Commerce joined together to form the Cincinnati Business Committee with the purpose of assisting the school district in solving some of its problems. The city had just hired a new superintendent who was interested in receiving assistance from a variety of sources. He and the business community worked together to develop an appropriate cooperative program.

Program:

Cincinnati began with a two-part program:

1. Partners In Education - an Adopt-a-School program that involves 22 companies in one-to-one relationships with high schools, junior high schools, and elementary schools.

2. Cincinnati Business Committee (CBC) - a group of 24 chief executive officers of major corporations in Cincinnati which, among other civic activities, offers business expertise to the central office of the school district whenever that is helpful. Help is usually in the form of task force recommendations. Presently, there are three standing task forces:

   - Public Relations (6-7 members)
   - Real Estate (3 members)
   - Financial Planning (11-12 members).

Other task forces have been created in response to specific needs (e.g., Food Service). These task forces are appointed by industry in response to school district requests. The Coordinator for Schools acts as a liaison person between the companies, school district, and Chamber.

Task force reports are presented to the administration, not the board or press. They deal with the nuts and bolts operations of the schools, rather than policy.

Two other programs have been added in response to perceived needs:

1. Business-Employment Training (BETS) - This program is aimed at helping teachers of business and office skills to develop courses that match industry needs, and at providing actual job experience during summers for both teachers and students.

2. Jobs for Graduates - This program is sponsored by five companies, and Proctor and Gamble has loaned an executive to coordinate the program.

Administration:

The Chamber employs a staff person to coordinate both the Partnership and the school efforts of the CBC. The budget of the CBC includes the salary of the coordinator, plus a small sum for expenses.

The present coordinator began as a volunteer in the school system and eventually chaired the long-range planning committee for the school district.

Dallas, Texas

Contact Person:

Ms. Julie Thomas
Director of Career Education
Dallas Chamber of Commerce
1507 Pacific Avenue
Dallas, Texas 75201
214/655-1351

History:

The involvement of the Dallas Chamber of Commerce in education dates back to the late 1960s. A group of Dallas businessmen strongly criticized the work of the Dallas Independent School District (DISD) in preparing students for the world of work. The result of this critique was the creation of the unique Skyline Career Development Program in 1971, and a major Chamber of Commerce commitment to career education.

Today the Chamber coordinates all the business involvement in Skyline and nine magnet high schools, provides for student internships and job placement, operates programs for gifted and talented high school students, recruits business for an Adopt-a-School program, and performs a variety of public relations activities. For its efforts, the Chamber is paid $200,000 a year by the Dallas Independent School District.

Program:

The Chamber focuses its attention in three educational areas - providing resources to schools through an Adopt-a-School program, fostering career development, and improving communications. Six hundred thirty-two business adopted Dallas schools in 1981-82, providing volunteers, materials, equipment, scholarships, speakers, programs, expertial and other enriching activities.

Career development is encouraged in several ways:

- The Skyline Career Development Program - This program, run by the DISD with business support aims at preparing students for entry into a variety of careers, from aviation to horticulture. Students from 9th through 12th grade can attend the center and receive training in a particular field. There are 30 different career programs included in Skyline. Each career component has a committee composed of professionals who review the curriculum, provide field trips, and engage in counseling. The Chamber works to mobilize business to support this program.

  In addition to Skyline, the Chamber acts in a career advisory capacity to the nine career magnet schools run by the DISD. These schools focus on careers such as health care, the arts, etc. Students receive three hours of academic education and three hours of career education.

- Executive Assistance Program - This program focuses on the gifted and talented. These students shadow business executives or university professors for an academic quarter. The program is staffed by the DISD and located at the Chamber through a contractual arrangement.

The Chamber works to improve communications between the education and business communities in two major ways. On the one hand, they work to insure that business is aware of their own activities in education, publishing two special newsletters, "The D Report Card" and "Education Exchange". On the other hand, education committee members serve on the business task force of the coordinating Network for Public Education. The Network was begun in 1976, as a result of court ordered desegregation, to foster communication among the different segments of Dallas society. The Network is presently composed of eight task forces.

- business
- real estate
- civic organizations (Girl Scouts, etc.)
- higher and private education
- Asian causes
- Hispanics
- Blacks
- DISD

The Network brings these task forces together on a monthly basis to identify the educational concerns of each group and provide each with information to feed back to their constituents. In this way, the Network acts as a trouble shooting organization that keeps problems from getting out of hand due to poor communications.

Administration:

The Chamber presently employs four full-time people in the area of education: a Director, Communications Specialist, Program Specialist, and Coordinator for the Adopt-a-School program. Their salaries are paid with funds provided by the school district.

Hartford, Connecticut

Contact Person:

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School/Business Collaborative
Greater Hartford Chamber of Commerce
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History:

On March 1, 1982 the Greater Hartford Chamber of Commerce established a School/Business Collaborative (S/BC). The purpose of the collaborative is to strengthen efforts between public and private sectors in order to optimize student learning and youth employability. The efforts focus on support in human resources and financial assistance. The Advisory Board includes representatives from both the corporate world (e.g., Traveler's Insurance Company, Aetna Life and Casualty, Combustion Engineering, Hartford National Bank, etc.) and the community (e.g., Connecticut State Department of Education, Greater Hartford Building and Construction Trades Council, Urban League, National Puerto Rican Forum, and Hartford School Administrators).

Program:

There are six functions of the S/BC:

1. Stimulation of new school/business programs and stimulation of new activities by existing programs.
2. Evaluating and documenting the results of S/BC programs.
3. Acting as a resource/facilitator for businesses seeking to engage in or improve collaboration with the school system, and for schools which seek added support from business.
4. Coordination of S/BC - including identification of overlapping programs, areas where need for additional programs exist.

5. Improving communication between the school system and the business community.

6. Providing access to resources outside of Hartford, both as a source of effective program ideas and a source of funds.

The S/BC is involved in a variety of activities.

- Business/Teacher Partnerships - The purpose of this program is to increase youth employability by facilitating communications between the education and business communities on how teachers can best prepare students for jobs. The S/BC sponsors workshops in specific subject areas for business people and teachers. For example, math teachers met with executives of Travelers Insurance Company to discuss the math skills needed in the office. The company indicated that for them, ratios, fractions, and decimals were more important than advanced calculus. A similar workshop was held for business teachers, and one is planned for reading consultants.

- Effective Schools - This effort aims at incorporating Ron Edmonds' "Effective Schools" program into the school system. The S/BC sponsors Instructional Leadership workshop/seminar/discussions for building principals and the business community at both school and corporate sites.

- Volunteer/Role Model Program - In this program, individual students are paired with a volunteer from the business community. They meet regularly for tutoring or just general discussions. In some cases, students are excused from school to meet at the volunteer's office. In other instances, the volunteer comes to the school.

- Computer Expansion - The S/BC is attempting to increase computer assisted instruction and to enlist business support through increased understanding of the program.

Administration:

The Chamber employs a director to coordinate the activities of the S/BC. The budget of the S/BC consists of her salary.

The present coordinator was an administrator in the Hartford School System and is presently on leave to work for the Chamber.

Minneapolis, Minnesota

Contact Person:

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or
Ms. Beverly Roberts, Assistant Manager
Community Resource Group
Greater Minneapolis Chamber of Commerce
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Minneapolis, Minnesota 55402
612/370-9132

History:

The Minneapolis Chamber of Commerce has had an education department for over five years. One and a half years ago, this department was reorganized under the Community Resources Group (CRG). This group is charged with working on "quality of life" issues - issues that are less economically oriented than normal Chamber activities. Minneapolis-St. Paul has a reputation for responsiveness to community needs, and one aspect of these needs is education.

Program:

The Chamber has been involved in a variety of activities:

- Business Community Resource Volunteers (BCRV) - This program brings a variety of professional people into secondary school classrooms to share firsthand information on careers and other insights into the world of business and free enterprise. The Chamber supports the salary of a school program coordinator.
- Long-range Planning - The Minneapolis Chamber raised $100,000 for a comprehensive planning process for the Minneapolis Public Schools. The Chamber monitors the process and reports to the membership monthly in the "Education News."
- Summer School Support - Business and raised $85,000 in summer school funds for students who needed to attend.

New Orleans, Louisiana

Contact Person:

Mr. Lee P. Gary, Jr.
Director of Education
Business Task Force on Education, Inc.
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New Orleans, Louisiana 70190
504/527-6944

History:

The Business Task Force on Education (BTFE) was an outgrowth of fear of economic disaster by a large group of New Orleans business people. They felt that the quality of local education was the "single largest deterrent" to the recruitment of new business to the area. In May 1978, the Business Task Force on Education was incorporated as a 501(c)3 organization with a board composed of forty corporate sponsors - all Chief Executive Officers. They entered into a five-year management contract with the Chamber of Commerce, where the Chamber acts as an umbrella organization with policy and financial input. The purpose of the task force was not to create individual programs, such as "Adopt-a-School," or to provide scholarships to an "elite" few, but rather to try to focus on the overall school management system, and to work directly with the school board and the superintendent.

Program:

The goals of the BTFE reflect the emphasis on improving the overall management structure of the New Orleans Schools.

- Establish an active, well-informed constituency within the private sector to help develop community-wide understanding and support of elementary and secondary education

- Systematically review and delineate the financial needs of the public and non-public school systems of Orleans Parish, seeking additional modes of local support when such funds are needed and justifiable

- Provide sound, timely business advice and services to the public and non-public schools for improving the management of their resources

- Seek out and help redirect federal and state support, as available, to strengthen the financial base of the local school systems

- Assist in improving the economic strength and competitiveness of New Orleans by ensuring that high school graduates possess the requisite fundamental skills and training needed to participate effectively and productively in their chosen careers.

To date, the BTFE has conducted the following activities:

- "Management Assistance Study" of the New Orleans public schools. The survey provided a knowledge base from which the task force could operate, and a blueprint for future actions.

- Private financial audit for the school system.

- Lobbied for a capital improvements tax for the system that was passed.

- Lobbied for a State Teacher Exam in the state legislature.

- Provided advice and assistance to the board and superintendent.

Members of the BTFE meet separately with the board of education and with the superintendent of schools on a monthly basis.

Administration:

The BTFE employs a full-time director to coordinate its activities and act as a liaison to the school district, community, state and city legislature, and school board. The present director was the former Dean of the School of Arts and Sciences at Loyola University of New Orleans.

New York City

Contact Person:

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New York, New York 10016
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History:

The Economic Development Council (EDC) was begun in 1965 by the chief executive officers and other leaders of New York's major corporations and legal accounting firms. Through fostering trade, commerce and industry in the city and thereby creating new jobs; by promoting efficiency in city government; and by upgrading the performance of the schools and students, EDC hopes to improve the climate for doing business in New York and to make the city more attractive to those who live and work in it.

In late 1979, under the aegis of David Rockefeller, the EDC and the New York Chamber of Commerce and Industry joined together to form what was called the New York City Partnership. The Partnership was formed to bring together the diverse civic groups working to improve the city and to provide a measure of cohesion and focus to meet this objective more efficiently.

The Partnership has a three part mission:

- to set priorities and mobilize public and private resources
- to form ad hoc coalitions to undertake priority projects
- to rally other business-sponsored civic groups to the support of partnership projects.

Most of the business involvement in education is channeled through the EDC rather than the Chamber. The Chamber is not actively involved in public schools. The Internal Revenue Service recognizes the EDC as a tax-exempt 501(c)3 educational organization.

Program:

The EDC is organized into five major activities:

- Research and Analysis - studies issues affecting the economic climate in the city.
- Management Services (Task Forces) - provides business and professional expertise and management services to government agencies and provides services through task forces working with government on agreed-upon tasks.
- Transit Authority Task Force - provides management assistance to the transit authority in order to help improve subway and bus operations
- Education, Job Development, Training and Placement - the education function identifies and implements projects and techniques which significantly improve the management, administration, and pedagogical and career guidance activities of the New York city schools. The Job Development Training and Placement function identifies and implements projects which create employment opportunities through skills training, discovery of job vacancies, and job placement.
- Economic Development - plans, develops, and evaluates an economic development program for the Committee on Economic Development of the Partnership and plans a variety of development activities for the city.

Most educational activities occur in two areas - the Management Services area with the Board of Education Task Force, and the Education, Job Development, Training and Placement Area. The Task Force has concentrated on such projects as:

- determining whether a criterion referenced testing program on reading should be purchased or developed inhouse, and providing assistance in introducing the program
- a study on the transfer of warehouse functions to the City Department of General Services

- a study of efficiencies and cost of providing student transportation

- design and implementation of a comprehensive and integrated student information system.

The Education, Job Development, Training and Placement area is divided into an education function and a job function. Education projects include:

- School Renewal - a long range EDC program that helps local school administrators to identify their major problems and organize properly to solve them. Management by objectives is an inherent part of the program.

- Proficiency Based Public Education (PROPED) - a program that: 1) identifies exemplary programs to assist under-achievers and slow learners; 2) provides consultative services and staff development assistance to the board of education and the UFT; 3) works to implement mastery learning; and 4) develops a statistical evaluation of mastery learning.

- Impact II - administration of a grant program to foster the spread of exemplary programs developed by individual teachers. EDC acts as the fiscal agent for the project and helps in its administration.

- Open Doors - a program to inform teachers, counselors, and students about careers, the work environment, and employer expectations. Program activities include:

  - speakers in the classroom
  - workshops and conferences for teachers and counselors
  - resource center for literature and information
  - development of career education teaching materials
  - career education consultation services to the board of education
  - Education Through Private Industry (EPIC) program to help high school students identify job possibilities and find placement.

Job Development, Training and Placement projects involve both working with the board of education on occupational education and developing training and placement programs for computer programmers, handicapped personnel, ex-drug addicts, ex-offenders and others.

Administration:

The education component is run by a senior vice president. Reporting to him are directors of job development, school management, school pedagogy and career education, as well as support staff. Only the Director of Job Development is a paid employee of EDC. The other directors and their assistants are retired volunteer executives, teachers, businessmen, and students on loan.

Pittsburgh, Pennsylvania

Contact Person:

Mr. David Bergholz
Assistant Executive Director
The Allegheny Conference
1 Oliver Plaza
Pittsburgh, Pennsylvania 15222
412/281-1890

or

Ms Jane Berger
Project Director

History:

The Allegheny Conference is not a new organization. Rather, it was begun 40 years ago as a civic association of Pittsburgh businessmen to deal with problems such as flood control. In the early 1960s the conference became involved with economic and downtown renewal efforts, and four years ago decided to focus some attention on education. As a result, an education fund was created for Pittsburgh's schools, fed by one million dollars in contributions from the private sector. This fund supports the business efforts to improve local school systems. In a few situations, the Conference works with the Pittsburgh Chamber of Commerce, but for the most part, major business education ventures are funded out of the Conference.

Program:

The Allegheny Conference has supported and developed a variety of activities, including:

- Partnerships in Education - an Adopt-a-School program coordinated through the Chamber. Some activities have involved the provision of computer services, student tours of corporate facilities, and teacher participation in company-sponsored courses.
- Mini Grants - to help teachers develop and disseminate model programs or carry out innovative ideas. This program has been so successful that the Ford Foundation has funded the Conference to

develop a manual to assist others in starting an education fund and mini grant program. Further, Conference staff will train others in their program. Grants average approximately $500 each to individual teachers for innovative projects. Approximately $20,000 a year in mini grants is provided to teachers.

- Model Camping Program - This program began 4-5 years ago as an aid to desegregation. When students were assigned to middle schools, the Conference sponsored and organized a two-week pre-school camping and club experience aimed at helping students have a good academic and fun time while increasing their understanding of each other as classmates. The program was so successful that it was expanded to two more schools, and finally turned over to the school district. The Conference paid for a coordinator to train school people to run the program.

- Educator in Residence Series - the Conference will bring in a noted educator to meet with the business and civic community for a series of all-day sessions, and will also loan this person to the school district. Ernest Boyer will be the first educator this fall.

- Arts and Education - the Conference program has funded a person to design a new program incorporating education and the arts in response to a community advisory group request.

- Teacher Centers - at the request of the superintendent, the Conference is providing money for teacher centers.

- Public Relations - the Conference recently completed a management study on public relations for the school district, and is working with the teachers' union on a public relations campaign to garner support for the public school system.

- Consultation Services - on such things as financial planning and resource allocation.

Administration:

The Conference employs one person to coordinate the education projects. She has a research background and taught at the University of Pittsburgh.

San Francisco, California

Contact Person:

Ms. Toni Tepe
Government Affairs Manager
San Francisco Chamber of Commerce
465 California Street
San Francisco, California 91404

History:

The San Francisco Chamber of Commerce has not had an active education committee for the past few years. On the contrary, the education department has had a series of department heads and has finally been grouped under the umbrella of Government Affairs. The present focus is to take a more active role, particularly in the area of career education, in order to provide a strong, viable work force, capable of performing entry level tasks in business or industry. Ultimately, the Chamber hopes to reduce the number of businesses leaving the city for other suburban sites that have both lower rents and a better-educated "back-office" work force. Initially, the Chamber is simply trying to conduct a needs assessment in order to understand and match business and school district priorities.

Program:

The major activity of the Chamber at present involves working with its consultant in an effort to determine both school district and business needs. Then the Chamber will develop a white paper that both presents relevant issues and organizes specific plans for the future.

The Chamber also supports and shares board members with two other organizations of importance:

- San Francisco School Volunteers - This is a nonprofit organization working with the school system to bring it additional resources. These resources are provided through four different programs. Business is most involved with the CAPS program (Corporate Action in Public Schools). CAPS brings business people and resources into the classroom to supplement the students' regular curriculum.

- The San Francisco Education Fund - the Fund is a non-profit community organization, whose purpose is to secure and distribute contributions from individuals, corporations, and foundations for the benefit of San Francisco's students. Proposals come to the Fund primarily from teachers and principals at individual school sites, and are researched and reviewed by the Fund's allocations committee. The committee makes recommendations to the board of directors.

  Most donors contribute directly to the general fund allowing the Fund to be responsible for research and allocations. Where a corporation, individual or foundation has a special interest, in a particular area or project the Fund will match the interests and proposals.

  Finally, the Fund evaluates the programs to which it contributes both in order to identify exciting programs and assure that donor contributions are well spent. Last year the Fund allocated over half a million dollars in aid to the public school system.

  In October 1982 the Fund sponsored a national conference on school foundations with a grant from the Ford Foundation. The purpose of the conference was to present a portrait of the school foundation movement as a vehicle for quality education.

  To contact the Education Fund one can write or call:

  Ms. Gladys Thatcher
  Executive Director
  San Francisco Education Fund
  833 Market Street, Suite 1008
  San Francisco, California 94103
  415/541-0575

Administration

Presently, the Chamber allocates one-fourth of the time of one individual to the area of education. The individual has a background in education.

Seattle, Washington

Contact Person:

Mr. Gary Loth
Manager of Community Relations
Seattle Chamber of Commerce
215 Columbia Street
Seattle, Washington 98104
206/447-7262

History:

The Seattle Chamber of Commerce has had an active education committee for a long period of time. Their two recent public school initiatives date back to 1977, and an outbreak of citizen concern over the quality of public education. The results of this explosion are an Adopt-a-School program (PIPE), and an economic training program for teachers, Economic Education/Business Experience (EEBE).

Programs:

- PIPE is a nonprofit 501(c)3 organization with offices in the Seattle Chamber of Commerce, whose purpose is to channel resources for improving the public schools. Although the PIPE program resembles the Adopt-a-School programs found in cities such as Dallas, there are two distinct features. PIPE is controlled by businesses through the structure of its nonprofit organizational status. In other systems, Adopt-a-School programs are often turned over to the public school system. Secondly, in PIPE, companies not formally paired to a school can assist the system as "Partners-at-Large."

  The PIPE program is primarily career or vocationally oriented and has focused only on Seattle's secondary schools. Nevertheless, PIPE is beginning to extend its services to middle and elementary schools.

  A "partners-at-large" format links a broad spectrum of community resources, including businesses too large or too specific to be partnered, to the public schools.

PIPE is funded by company contributions of $2000 each, grants of about $10,000, and $10,000 from the school system. Additional sponsoring member companies pay between $500 and $1000 to become part of the organization.

PIPE is run by an executive director and has its offices in the Chamber.

- Economic Education/Business Experience (EE/BE) is a program designed to give teachers an academic understanding of economics and a hands-on opportunity to experience the American private enterprise system. The goal of the program is to address both the issues of economic ignorance and an anti-business attitude.

  Participating teachers spend a week in an economics and business credit course at the local university, four weeks as employees of local firms, and four days back in class discussing how to integrate their academic and work experience into their classroom teaching. Although teachers are to pay course tuition, companies pay teachers a $1200 salary during their time in the program.

  The program is designed to reach about 20 teachers in the area each summer. The program was modeled after a long-running "Business Experience" program coordinated by the Spokane Chamber of Commerce. The Seattle EE/BE program is a cooperative effort among the Seattle and Bellevue Chambers of Commerce, the Washington State Council on Economic Education, and Seattle Pacific University.

Administration:

The Seattle Chamber of Commerce includes its educational activities in the area of "Community Relations." The community relations manager devotes about one-third of his time to education issues. The present manager has a background in economics and public policy analysis.